

A Body of Evidence that Demonstrates... (Does not include targeted assessments)

<div><div>Basic Reading Skills</div><div><i>Does not achieve adequately...to meet state standards</i></div><div>Academic Skill Deficit STEP 2</div><div><ul style="list-style-type: none">CSAP Reading Data: UDPS Reading Benchmark: UDRA 2: 1.5 yrs below grade levelSRI Lexile level: 2.0 yrs below grade levelCBM Grade Level6 data points below 12th percentile One or more of the following (Letter Naming Fluency, Letter Sound Fluency, Nonsense Word Fluency, Initial Sound Fluency, Oral Reading Fluency)</div><div>Research-based Intervention and Strategies</div><div>Specialized Instruction-STEP 3</div><div><ul style="list-style-type: none">History of interventions documented in PLAAFPSee back panel for guidelines</div><div><i>Does not make sufficient progress, insufficient progress STEP 4</i></div><div><ul style="list-style-type: none">CBM Progress Monitoring6 data points (instructional level) Measuring response to intervention One or more of the following (LNF, LSF, NWF, ISF, ORF)</div><div>Observation of the student's academic performance STEP 5</div><div><ul style="list-style-type: none">SLD Observation Checklist</div></div>	<div><div>Reading Fluency Skills</div><div><i>Does not achieve adequately...to meet state standards</i></div><div>Academic Skill Deficit STEP 2</div><div><ul style="list-style-type: none">CSAP Reading Data: UDPS Reading Benchmark:UDRA 2 - 1.5 yrs below grade levelCBM Grade Level6 data points below 12th percentile One or more of the following (Letter Naming Fluency, Letter Sound Fluency, Nonsense Word Fluency, Initial Sound Fluency, Oral Reading Fluency)</div><div>Research-based Intervention and Strategies</div><div>Specialized Instruction-STEP 3</div><div><ul style="list-style-type: none">History of interventions documented in PLAAFPSee back panel for guidelines</div><div><i>Does not make sufficient progress, insufficient progress STEP 4</i></div><div><ul style="list-style-type: none">CBM Progress Monitoring(instructional level) 6 data points One or more of the following Measuring response to intervention (Oral Reading Fluency)</div><div>Observation of the student's academic performance STEP 5</div><div><ul style="list-style-type: none">SLD Observation Checklist</div></div>	<div><div>Reading Comprehension</div><div><i>Does not achieve adequately...to meet state standards</i></div><div>Academic Skill Deficit STEP 2</div><div><ul style="list-style-type: none">CSAP Reading Data: UDPS Reading Benchmark: UDRA 2 - 1.5 yrs below grade levelSRI Lexile 2.0 years below grade levelCBM Grade Level6 data points below 12th percentile One or more of the following (MAZE, Oral Reading Fluency)</div><div>Research-based Intervention and Strategies</div><div>Specialized Instruction-STEP 3</div><div><ul style="list-style-type: none">History of interventions documented in PLAAFPSee back panel for guidelines</div><div><i>Does not make sufficient progress, insufficient progress STEP 4</i></div><div><ul style="list-style-type: none">CBM Progress Monitoring(instructional level) 6 data points One or more of the following Measuring response to intervention (MAZE, ORF)</div><div>Observation of the student's academic performance STEP 5</div><div><ul style="list-style-type: none">SLD Observation Checklist</div></div>	<div><div>Written Expression</div><div><i>Does not achieve adequately...to meet state standards</i></div><div>Academic Skill Deficit STEP 2</div><div><ul style="list-style-type: none">CSAP Writing Data: UDPS Writing Benchmark: U (Winter and Spring Only)CBM Grade Level6 data points below 12th percentile One or more of the following Correct Writing Sequences, Correct Letter Sequences, Spelling</div><div>Research-based Intervention and Strategies</div><div>Specialized Instruction-STEP 3</div><div><ul style="list-style-type: none">History of interventions documented in PLAAFPSee back panel for guidelines</div><div><i>Does not make sufficient progress, insufficient progress STEP 4</i></div><div><ul style="list-style-type: none">CBM Progress Monitoring(instructional level) 6 data points Measuring response to Intervention One or more of the following (Correct Writing Sequences, Correct Letter Sequences, Spelling)</div><div>Observation of the student's academic performance STEP 5</div><div><ul style="list-style-type: none">SLD Observation Checklist</div></div>
<div><div>Mathematical Calculation</div><div><i>Does not achieve adequately...to meet state standards</i></div><div>Academic Skill Deficit STEP 2</div><div><ul style="list-style-type: none">CSAP Math Data: UDPS Math Benchmark: U (Winter and Spring Only)CBM Grade level6 data points below 12th percentile (Computation: Grades 3+ and used only after signed permission for evaluation is received)</div><div>Research-based Intervention and Strategies</div><div>Specialized Instruction-STEP 3</div><div><ul style="list-style-type: none">History of interventions documented in PLAAFPSee back panel for guidelines</div><div><i>Does not make sufficient progress, insufficient progress STEP 4</i></div><div><ul style="list-style-type: none">CBM Progress Monitoring(instructional level) 6 data points Measuring response to intervention (Computation, Early Numeracy)</div><div><ul style="list-style-type: none">RSA (Recognizing Student Achievement)End of unit assessmentsAssessment within math intervention program</div><div>Observation of the student's academic performance STEP 5</div><div><ul style="list-style-type: none">SLD Observation Checklist</div></div>	<div><div>Mathematical Problem Solving</div><div><i>Does not achieve adequately...to meet state standards</i></div><div>Academic Skill Deficit STEP 2</div><div><ul style="list-style-type: none">CSAP Math Data: UDPS Math Benchmark: U (Winter and Spring Only)Age/Grade Level Proficiency rating of unsatisfactory based on grade level data</div><div>Research-based Intervention and Strategies</div><div>Specialized Instruction-STEP 3</div><div><ul style="list-style-type: none">History of Interventions documented in PLAAFPSee back panel for guidelines</div><div><i>Does not make sufficient progress, insufficient progress STEP 4</i></div><div><ul style="list-style-type: none">CBM Progress Monitoring(instructional level) 6 data points (MCAP– AIMSweb)</div><div><ul style="list-style-type: none">RSA (Recognizing Student Achievement)End of unit assessmentsAssessment within math intervention program</div><div>Observation of the student's academic performance STEP 5</div><div><ul style="list-style-type: none">SLD Observation Checklist</div></div>	<div><div>Oral Expression</div><div><i>Does not achieve adequately...to meet state standards</i></div><div>Academic Skill Deficit STEP 2</div><div><i>Use at least one of the recommended standardized assessments, administered by a Speech Language Pathologist</i><ul style="list-style-type: none">Preschool Language ScaleTest of Language Development 4 (TOLD-4)Peabody Picture Vocab. Test (PPVT)Oral and Written Language Scales (OWLS)Clinical Eval. of Language Fundamentals –4 (CELF-4) Screener</div><div>Research-based Intervention and Strategies</div><div>Specialized Instruction-STEP 3</div><div><ul style="list-style-type: none">History of interventions documented in PLAAFPConsultation with Speech/Language Pathologist</div><div><i>Does not make sufficient progress, insufficient progress STEP 4</i></div><div><ul style="list-style-type: none">Observation checklists with frequency counts6 data points</div><div>Observation of the student's academic performance STEP 5</div><div><ul style="list-style-type: none">SLD Observation Checklist completed by SLP</div></div>	<div><div>Listening Comprehension</div><div><i>Does not achieve adequately...to meet state standards</i></div><div>Academic Skill Deficit STEP 2</div><div><i>Use at least one of the recommended standardized assessments, administered by a Speech Language Pathologist</i><ul style="list-style-type: none">Preschool Language ScaleTest of Language Development 4 (TOLD-4)Peabody Picture Vocab. Test (PPVT)Test of Auditory Comprehension of LanguageOral and Written Language Scales (OWLS)Clinical Eval. of Language Fundamentals –4 (CELF-4) Screener</div><div>Research-based Intervention and Strategies</div><div>Specialized Instruction-STEP 3</div><div><ul style="list-style-type: none">History of interventions documented in PLAAFPConsultation with Speech/Language Pathologist</div><div><i>Does not make sufficient progress, insufficient progress STEP 4</i></div><div><ul style="list-style-type: none">Observation checklists with frequency counts6 data points</div><div>Observation of the student's academic performance STEP 5</div><div><ul style="list-style-type: none">SLD Observation Checklist completed by SLP</div></div>

Rule Outs—Is this the primary cause of the lack of progress?

Step 1

Significant Limited Intellectual Capacity (SLIC)

School Psychologist, Social Worker
Academic + Adaptive + Cognitive Data

Significant Identifiable Emotional Disorder (SIED)

School Psychologist, Social Worker
School Behavior Data + FBA/BIP + BASC

Vision

Nurse, Vision Team
Vision Screening;
Referral to vision team if needed

Hearing

Nurse, Hearing Team, Audiologist
Hearing Screening;
Referral to hearing team if needed

Motor

OT/PT, Nurse, Special Education Teacher
Motor Evaluation determined by team

Cultural Factors

School Psychologist, Social Worker, MAST,
Special Education Teacher, ISA Team
SIT Culturally and Linguistically Diverse Checklist,
Disaggregated AYP Data

Environmental and Economic Disadvantage

School Psychologist, Social Worker, Nurse
DPS Parent or Guardian Interview

English Language Acquisition

MAST, Special Education Teacher, S/L, ISA Team
CLD Checklist, MAST Consultation

- Research-based strategies and/or programs used and documented for increasing student's rate of learning
- Documented through SIT process
- At least one attempt to adjust interventions (time, intensity, instruction, etc.) if student did not respond
- Duration of intervention documented
- Documented evidence that the interventions were conducted as designed
- For CLD students, intensity was increased to meet level of English proficiency and student need

Intervention

- Conducted by someone other than the instructor at the time of observation
 - Documented in one of the 5 mandatory PLAAFP domains
 - Observation(s) needs to focus/encompass the area of need(s) that are determined on the SLD checklist
 - Observation completed in areas of concern AND NOT of concern
 - Observations that concentrate on specific needs must be documented in the domain that matches the specific need.
 - All other PLAAFP reports can refer to the structured observation-unless there are other concerns in the domain area
- One structured observation required (utilizing the Structured Observation Form) for SLD eligibility

Observation



Denver Public Schools
Department of Student Services

Specific Learning Disabilities and the Body of Evidence

For more information visit the
Student Services Website

www.dpsk12.org